

# Utilizing PharmD Teaching Assistants To Support Content Integration

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## Background

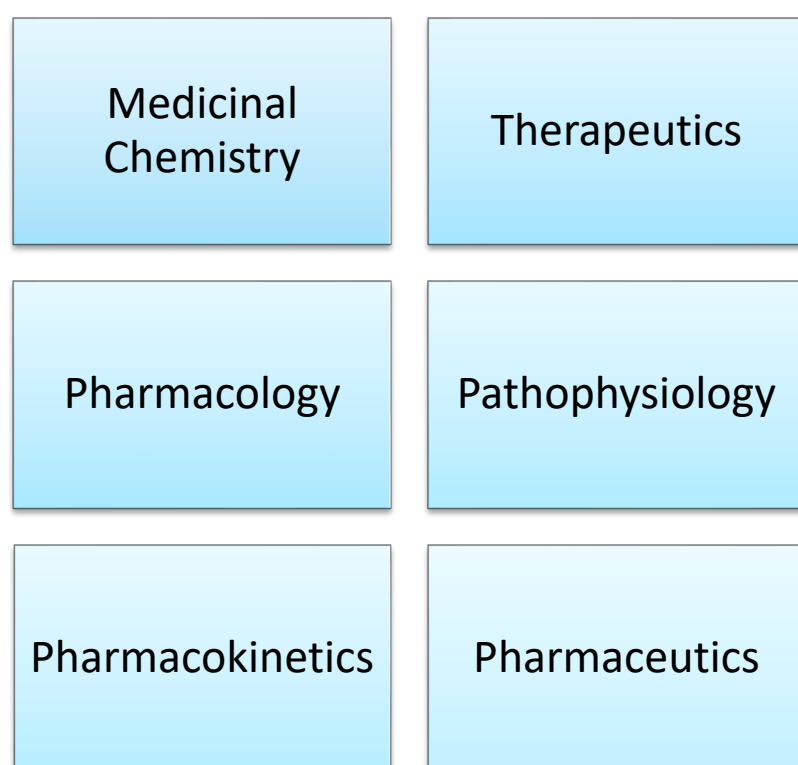
Current literature recognizes the importance of creating an integrated course and curriculum, however, there are no definitive answers on the degree and kind of integration that will be most beneficial to students' learnings.<sup>1</sup>

Bridging this literature gap is crucial for advancing the ongoing dialogue on how to construct a fully integrated curriculum, aligning with the needs of pharmacy students.

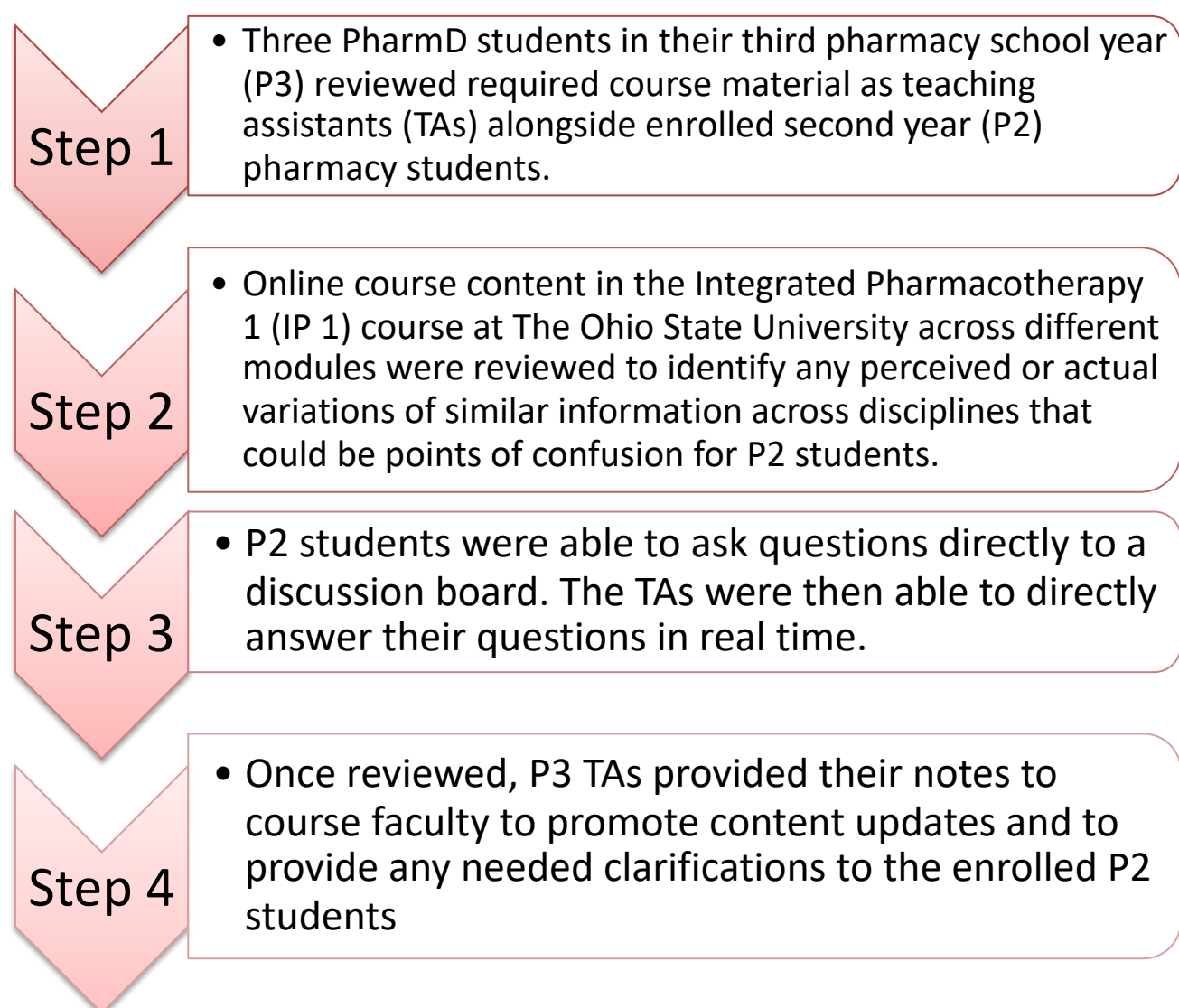
## Goals

Explore opportunities for integration among disciplines to identify potential areas of student confusion and build a fully integrated curriculum for pharmacy students.

## Integrated PharmD Disciplines

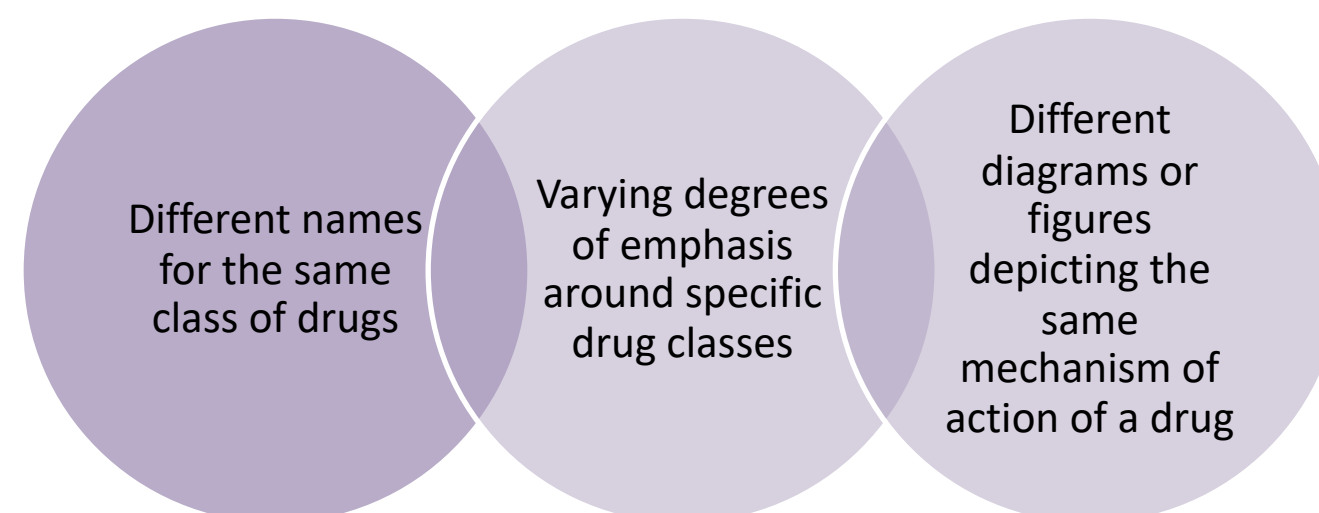


## Approach

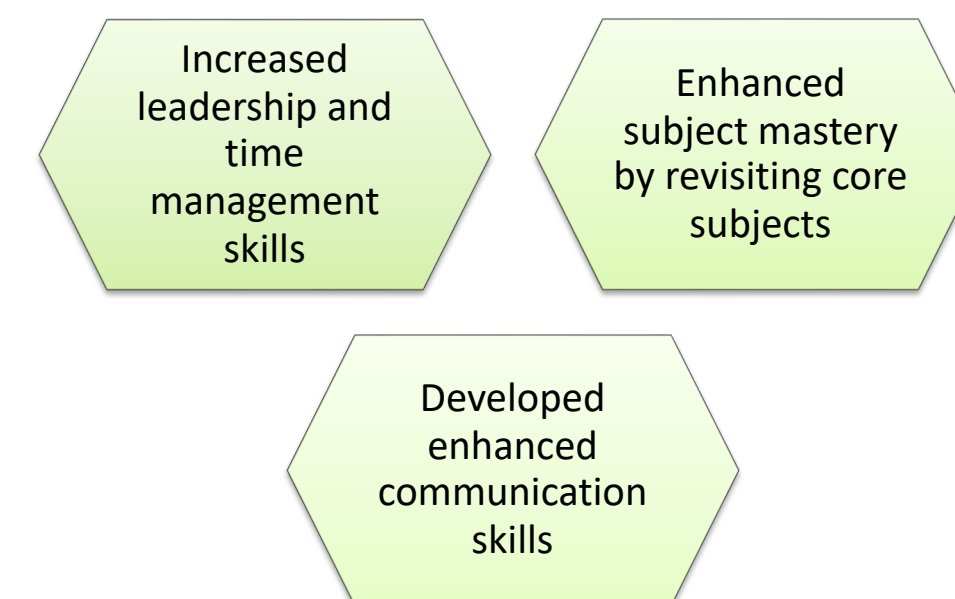


## RESULTS

### Commonly identified integration mismatches



## TA Key Takeaways



## Conclusions

Different disciplines within a single module often had variations in content presentation that could have resulted in confusion amongst students but was clarified through integration of information and peer to peer learning.

## Recommendations

Utilizing PharmD students as teaching assistants to their peers seems to provide benefit to the overall integration of course materials in the IP1 course whilst providing extra review time for the P3 TA's and thus, their incorporation as aid in the IP1 course should be continued.

## References

- Sun D, Kinney J, Hintz A, Beck M, Chen AMH. Advancing Pharmacy Education by Moving From Sequenced "Integration" to True Curricular Integration. *Am J Pharm Educ.* 2023;87(6):100056. doi:10.1016/j.ajpe.2023.100056